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Sixth Grade

Edith Foster Flint

Nature Study: The subject for the month is germination. In order to obtain the fullest results the class will be divided into committees. To each of these will be given a special topic with related problems. The reports of the committees, together with the discussions and experiments arising therefrom, will constitute the classroom work.

It is greatly to be regretted that the situation of the school precludes the possibility of each child's having a garden laboratory to which the other children may have access for confirmation of his reports. In default of this, each pupil will be required to provide for himself at home, either in his yard or in a window-box, such a plot of earth, from which he can bring specimens to the school for the benefit of the class.

The committees will be divided on the basis of the five great requisites of the germinating plant: (1) moisture, (2) heat, (3) soil, (4) light, (5) air. In connection with each of these topics suggestive questions will be asked, and others will necessarily grow out of the pupil's experience with his material.

I. **Moisture:** 1. How much moisture is there in the soil at the disposal of the germinating seed?

2. Could more plants be produced, if the same soil and temperature were used, but more moisture?

3. Is there any difference in variation of temperature in wet and in dry soil?

4. Choose one kind of plant in your plot, and show its changes in growth and color each week by painting, recording the amount of moisture in the soil on the day you make the painting.

II. **Heat:** 1. Compare the temperature of a water area with that of your plot. In which place do plants first appear?

2. Can more plants be produced if the same soil and same amount of moisture are kept, with the temperature raised or lowered?

3. Record the variations of temperature from day to day. What protection have the plants against these changes?

4. At what temperature of air and soil did seeds begin to sprout in your plot?

5. Test temperature at different levels of the soil.

6. Paint, as in I.

III. **Soil:** 1. Observe and record the growth of seed in different sorts of soils, compact and loose, clayey, loamy, and sandy. How did you obtain the different soils?

2. Paint, in each case, as in I.

IV. **Light:** 1. Devise experiments to show whether or not light is necessary for germination. Consider (a) the length of time necessary for sprouting; (b) the number of seeds which sprout.

2. Have the plants more or less light than they would have had last month? Why?

3. Show by painting each week the changes in the growth and color of (a) plants with all light obtainable; (b) plants with little light; (c) plants with no light.

V. **Air:** 1. Is there circulation of air in the soil?

2. What agencies tend to keep the soil porous?

3. Is circulation of air necessary to the plant? Devise an experiment to determine this, considering (a) length of time necessary for sprouting; and (b) number of seeds which sprout.

4. Paint as in I.

It will be noticed that the pupils are asked to devise experiments, instead of being told specific experiments to perform. It is believed that if they think out their own devices, the subject will open up to

them much more fully and become much more truly their own.

Number Work: The number work will be drawn largely from the nature study. For specific problems see Jackman's *Nature Study for the Grammar Grades*, pp. 362-367.

Expression in Painting: Besides doing the painting mentioned above, the children will continue the work of the landscape calendar, making a sketch each week, since from this time on the changes will occur with considerable rapidity.

References: Lubbock, *Seedlings*, Vol. I, p. 150; Vines, *Physiology of Plants*, pp. 46-95; Kerner and Oliver, *Natural History of Plants*, Vol. I, pp. 379-395; Dana, *Plants and Their Children*, Part II; Jackman, *Nature Study for the Grammar Grades*, pp. 350-368.

Geography and History: As it has been found that the work on Europe planned in geography, and that on the Crusades planned in history, will cover fully two months, no new outlines in these departments will be offered this month. It should be said here, however, that special emphasis will be laid on feudalism and chivalry, as the work for the succeeding months of the year in this grade will be not so much historical as literary, dealing as it will with the Arthurian legends and kindred subjects. It has been thought best to lay considerable stress on literature from this time forth, for the reason that the history subjects up to this point (namely, China, Marco Polo, and India) have been deficient in literary material adapted to the needs of this grade.

Art: The work as outlined in the March number will carry over into a second month.

Oral Reading: *Storming of the Castle*, adapted from *Ivanhoe*; *Young Lochinvar*. *The Vision of Sir Launfal*, by Lowell, will be read to the children.

Music: (MISS GOODRICH.) *King Richard*, *Lion-Heart*, *Sword Song*, *The Crusade*, Songs of Life and Nature; *A Spring Morning*, *In Spring*, *Spring Rain*, Modern Music Series, Second Book; *Spring Greeting*, *Spring Festival*, *Spring Song*, Songs of Life and Nature.

French: (Mlle. ASHLÉMAN.) The French in the month of March centered on the cause and the beginning of the Crusades. This was done in dramatic form.

In April *The Children's Crusade* will be dramatized, it being the most characteristic development of the unnatural religious condition of the age.

Une Soirée Chez Fadette ou La Croisade des Enfants

Personnages: Madame Lemaître, Fadette, Lucile, Henri, Pierre, Guillaume, Jean.

(Petit salon. Madame Lemaître et les enfants sont réunis autour de la cheminée le soir après dîner.)

Fadette. Maman, veux-tu nous faire un grand plaisir?

Mme. Lemaître. Volontiers, mignonne, si c'est dans mon pouvoir. De quoi s'a-git-il?

Fadette. Des Croisades des Enfants. Qu'est-ce que c'est que La Croisade des Enfants en France? Mon histoire n'en dit presque rien.

Henri. Un jeune berger entreprit cette Croisade, n'est-ce pas, Maman?

Mme. Lemaître. Oui, chéri, tu as raison. Ce jeune berger, nommé Etienne, parcourait le pays. Il appelaient à lui tous les enfants.

Lucile. Il venait du village de Cloyes, près de Vendôme. Papa me l'a dit lorsque nous étions en Vendôme l'année passée.

Mme. Lemaître. Guillaume, va vite en haut chercher mon album. J'y ai une belle photographie de ce village.

Guillaume. Oui, Maman. Je serai tout de suite de retour.

Pierre. Mais pourquoi commença-t-il cette Croisade?

Mme. Lemaître. Il se croyait envoyer de Dieu pour la délivrance de la terre sainte. (*Guillaume ouvre la porte.*) Ah! voici Guillaume avec la photographie. Merci, mon fils.

Guillaume. Du tout, Maman.

Mme. Lemaître. Venez voir, mes petits. (*Les enfants se groupent auprès du fauteuil de Madame Lemaître et regardent la photographie.*)

Jean. Je suis très intéressé. Veux-tu continuer, Maman?

Mme. Lemaître. Eh bien! le berger, Etienne, disait que c'était les enfants que le Seigneur aimait, que les flots même s'ouvriraient pour livrer passage à une troupe composée d'enfants, et que les Sarrazins s'enfuiraient devant elle.

Jean. Les enfants sont-ils allés?

Mme. Lemaître. Oui, garçons et filles quittèrent leurs parents et suivirent Eteinne en désordre, vivant d'aumônes sur la route.

Fadette. Mais, Maman, les parents ont-ils permis aux enfants de partir?

Mme. Lemaître. Le sentiment religieux de cette époque était tellement surexcité que loin de les arrêter on les encourageait. Innocent III. lui-même loua leur résolution. Cette troupe d'enfants, qui était forte de plus de trente mille, traversa toute la France et atteint Marseille.

Pierre. Ici la Méditerranée leur barra le passage, n'est-ce pas, Maman?

Mme. Lemaître. En effet, c'est ce qui arriva. La mer ne s'ouvrit pas et le miracle se faisant attendre, il fallut recourir à des moyens plus humains. Sais-tu ce qu'ils ont fait, Lucile?

Lucile. Non, Madame.

Jean. Moi, à leur place, je serais retourné chez moi.

Fadette. Oh, Maman! vite, la fin de l'histoire!

Mme. Lemaître. Eh bien, il y avait à

Marseille deux armateurs. Les pèlerins s'adressèrent à ces notables commerçants du grand part. Les armateurs s'engagèrent à les transporter gratuitement en Orient.

On remplit sept vaisseaux de ces enfants. Deux de ces vaisseaux coulèrent sur en îlot des côtes de Sardaigne. Le pape Grégoire y éleva une église plustard aux "Saints Innocents." Les cinq autres arrivèrent heureusement à Bougie et à Alexandrie. Mais ici les marseillais vendirent tous les malheureux enfants aux marchands d'esclaves.

Fadette. Oh, c'est affreux, cela!

Henri. Ne les a-t-on jamais retrouvés?

Mme. Lemaître. Un petit nombre recouva la liberté dix-sept ans plustard, après la paix entre Frédéric II. et le Sultan Alkamie. Le gouverneur d'Alexandrie en mit du coup en liberté environ sept cents.

Lucile. Quelle triste Croisade!

In connection with this history work we will plan a little trip through France, from Vendôme to Marseilles.

German, Sixth, Seventh, and Eighth Grades: (DR. BENIGNUS.) The books selected for reading in class and at home are:

Books named for the Fifth Grade (see COURSE OF STUDY for March); *Grimm's Märchen*, Heath & Co.; *Aus dem Märchenlande*, Gust. Weise, Stuttgart; *Knecht Ruprecht*, illustrated almanac for boys and girls, Schafstein & Co., Köln; *Deutsche Götter und Helden sagen*, arranged by Hermine Möbius, Alex. Köhler, Dresden and Leipzig; *Deutsches Knabenbuch* and *Deutsches Mädchenbuch*, K. Thieneman, Stuttgart; *Junge Mädchen*, arranged by Frida Schanz, Velhagen und Klasing, Bielefeld und Leipzig.

The artistic illustrations of these books illumine the contents, which are contributed by famous German writers, for the most part of the present time, and these serve for amusement as well as for instruc-

tion and various recreative employments in school and at home.

The pupils, after having been made acquainted with the participation of the Germans in the Crusades, will learn the results of the Crusades. The following outlines in German will serve as reading lessons, and for exercises in grammar.

Folgen der Kreuzzüge

Die Kreuzzüge wurden unternommen zur Eroberung Palästinas und zum Sturze der muhammedanischen Macht. Dieser eigentliche Zweck wurde trotz aller Opfer an Blut nicht erreicht. Doch waren die Folgen von höchster Bedeutung für das mittelalterliche Europa.

1. Der Urheber der Wallfahrten ins heilige Land war die Kirche. Die Kreuzfahrten erhöhten die Macht und das Ansehen der Kirche im allgemeinen und ihres Oberhauptes, des Papstes, in besondere.

2. Viele adelige Herren erlitten auf den Kreuzfahrten den Tod oder gerieten in Gefangenschaft. Die Lehen derselben wurden dann oft frei. Der Landzuwachs vergrösserte die Hausmacht der Fürsten.

3. Mancher Ritter war genötigt, zur Ausrüstung Geld aufzunehmen. Die Gemeinden schossen dasselbe oftmals vor und erkauften sich dadurch die Freiheit von ihren Herren. So entstanden neue selbständige Gemeinden.

4. Der Leibeigene, der einen Kreuzzug mitgemacht hatte, wurde frei. Er konnte nach seiner Rückkehr den Acker als freier Mann bebauen. Dies förderte das Aufkommen eines freien Bauernstandes.

5. Für den Handel eröffneten sich neue Richtungen, was besonders zur Blüte der italienischen Republiken (Venedig, Genua) beitrug.

6. Die im Orient gewonnenen Anschauungen trugen zum Fortschritt der geistigen Bildung bei, besonders in geographischen und naturhistorischen Kenntnissen.

7. Vorzüglich wurde die Poesie durch neue Stoffe bereichert.

8. Die Kämpfe mit den tapferen Muhammedanern bildeten den weltlichen Ritterstand aus, diese schönste Erscheinung des Mittelalters.

9. Die Kreuzzüge veranlassten die Stiftung von drei geistlichen Ritterorden: Templer, Johanniter, Deutscher Orden.

The following poem, selected for memorizing, expresses the ardent longing of a valiant Crusader for his home, the beautiful forest of Thuringia.

Im Lager von Akkon, 1190

Kampfmüd und sonnverbrannt
Fern an der Heiden Strand
Waldgrünes Thüringland
Denk ich an dich.
Mildklarer Sternenschein,
Du sollst mir Bote sein,
Geh, grüss' die Heimat mein
Weit über Meer!

Feinden von allerwärts
Trotzt meiner Waffen Erz;
Wider der Sehnsucht Schmerz
Schirmt mich kein Schild.
Doch wie das Herz auch klagt,
Ausharr' ich unverzagt:
Wer Gottes Fahrt gewagt,
Trägt still sein Kreuz.
Joseph Viktor Scheffel, 1826-1886;
"Frau Aventiure."